

# Welcome!

## Increasing Outcomes For Non-responders

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## Game Plan

- Review of Tier 2 non responders
- Review of Tier 3 non responders
- How do we establish measurable goals for our students who have behavior challenges?
- How do we as a team problem solve non-responders?
- Non-solution cautions
- Practice with your cases (or mine)

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## Problem-solving Process

- Aim is to develop a structured process of presenting a case and developing a plan of action that has a chance at remediating the problem or supporting the success of the student
- Steps
  - Identify and conceptualize the problem
  - Generate solutions
  - Develop a plan that outlines who does what by when
  - Implement the plan
  - Monitor progress and evaluate plan effectiveness

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## Problems w/ Typical Teaming Practices

- Problem admiration rather than problem solving
- Non-relevant for decision making reflections: Garbage in – garbage out
- Mixing theoretical paradigms when developing a plan
- Unstructured teaming process
  - No agenda, no roles and responsibilities

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# Problem-Solving Non-Responsive Students within Tier 2

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## Precursor Thinking

- How do we know it isn't working?
  - Did we establish a baseline?
  - What was our progress monitoring tool?
  - Did it produce data to evaluate?
  - Are we sure the intervention was done with fidelity?
- What was our goal?
  - How do we know it wasn't achieved?
  - Was our goal set too high or too low?
- If errors
  - Select a PM tool and collect data more frequently or thoroughly
  - Write a measurable goal using provided sheets

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## Tier 2 Non Responder Questions

- Was the problem one of fidelity?
  - This is not a non responder, achieve fidelity before proceeding
- Was the problem potentially a flawed Tier 1?
  - Conduct a Tier One Check up and alter contextual fit of student to environment
- Was the problem one of a poor match of student to intervention?
  - Revisit SIM and select alternative Tier 2 intervention
- Was the problem one of too low a pay off for change?
  - Evaluate reinforcement selected and alter power, frequency, variety or immediacy
- If non of the above were present, move to Tier 3 intervention, selecting one of three options

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## Tier 3 Selection of Intervention

- Choose a BIP and conduct an FBA: If the behavior is hypothesized to be "socially mediated" and calculated by the student i.e., **purposefully chosen**, to get an outcome:
  1. to get something
  2. to escape/avoid something
- Choose CBT counseling/therapy protocol: If the behavior is emotionally driven, often due to toxic stress exposure. This spontaneous behavior is due to an internal escape triggered by an environmental event
- Choose wrap around and family/agency involvement: If storm and stress in the home requires comprehensive home supports

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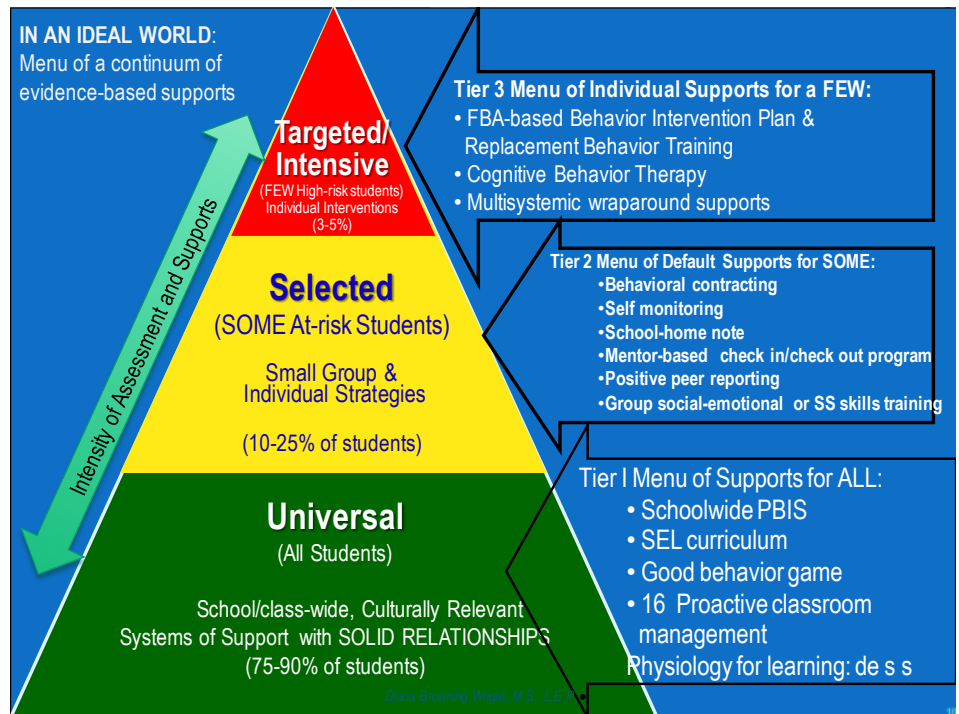
# Problem-Solving Non-Responsive Students within Tier 3

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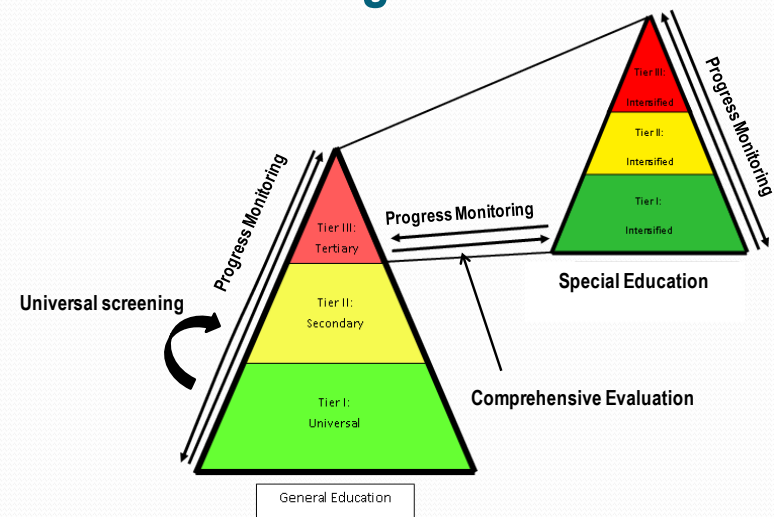
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## Medical Analogy

- Managing diabetes
  - Multiple tiers of support
  - Tier one-diet, exercise, weight & stress management
  - Tier two-oral medications & tier one
  - Tier three-insulin with Tier one, may/maynot have medication as well
- “Medical necessity”
  - Dictates the need for more intensive services.
  - Must demonstrates that less intensive services were not effective

## Full Functioning MTSS Model



## Ways To Conceptualize Problems And Generate Solutions

- Problems continue when the demands from the environment exceed the student's skills and/or motivation
  - Cant do versus won't do
- Emotionally-driven or behaviorally-drive problem?
- Student need, host environment need or both
  - Determine where to focus the supports

## Ways To Conceptualize Problems And Generate Solutions

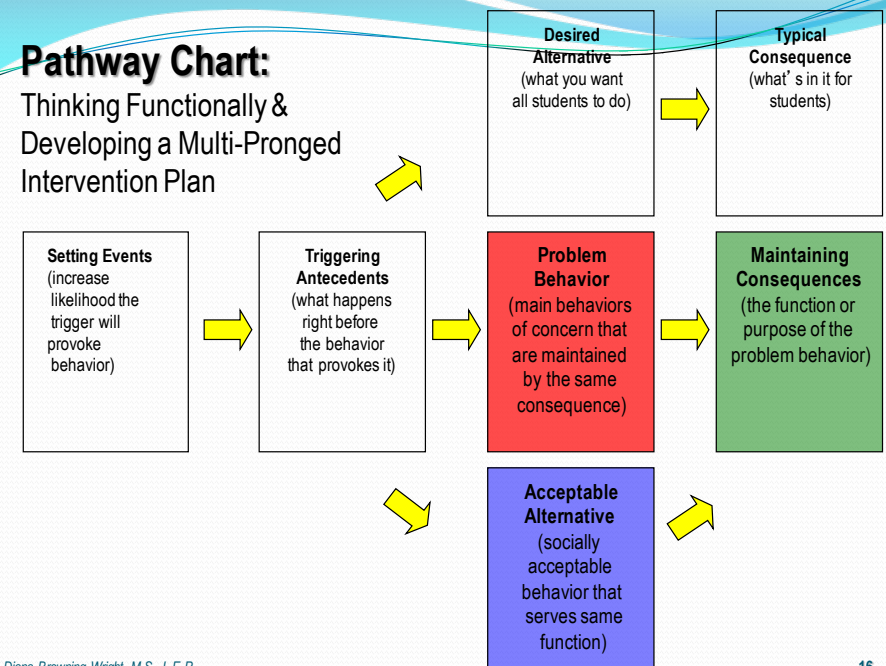
- Fracture in foundational supports
  - Quality of relationships with adults is impaired
  - Ineffective implementation of Tier 1 supports (e.g., proactive classroom management, PBIS, effective instruction, etc.)
- Storm & stress in home life requires stability, compassion, & effort from school

## Creating The Pathway Chart Using The FBA

### Is the behavior Socially Mediated?

### Pathway Chart:

Thinking Functionally & Developing a Multi-Pronged Intervention Plan





# Developing Goals

## Goal Writing

- Goal Setting:
  - By when,
  - Who,
  - Will do what ? ( skill or behavior),
  - Under what conditions?
  - At what level of proficiency ? (criterion),
  - As measured by what ? (scale)
  - Completed by who ? (rater)

**See goal writing exercise**

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## Typical Behavior Plan Problems

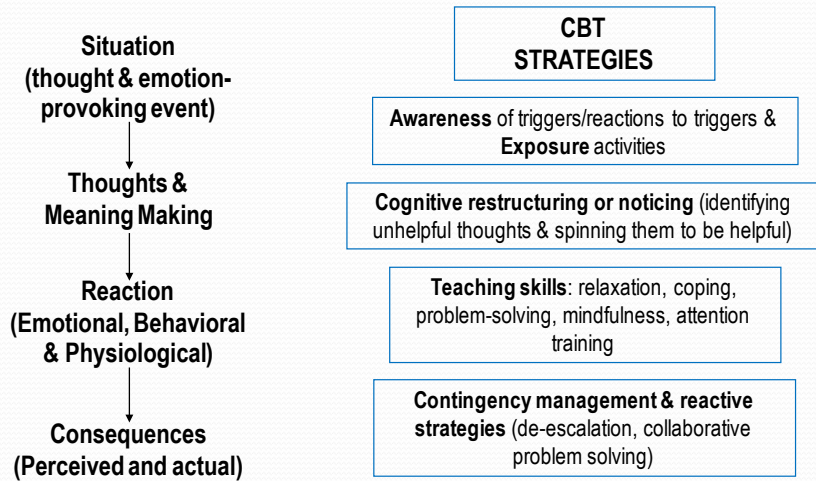
- Uh oh, We never fully implemented
- The classroom environment is not effective for this student (and sometimes for many)
- We forgot weekly Replacement Behavior Training
- The selected reinforcers weren't reinforcing!
- The payoff for the problem behavior is greater than the payoff for the replacement behavior
- The problem behavior is easier to do

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## Examining The Service Is The Behavior Truly An Emotional Response?

## Helping Students Manage Emotions



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## Problems With Counseling/Therapy Service

- Treatment selected was not Cognitive Behavioral Therapy
- Rapport problems with clinician/student match
- Student buy-in not achieved
- No skill prompting in environment
- No partnership with parent

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## Considering “Shortening the Day”?

- Shortening the Day is full of problems  
(See attached article on legal issues related to shortened day)
  - This may result in avoidance of “child find” obligations for students with and without IEP
  - Removing an education does not improve outcomes in social emotional development
  - Interventions, services and correct environments (LRE) do improve outcomes for students with social/emotional behavioral challenges

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## Child Find and LRE/FAPE Triggers

- If no response to tier 3, and student does not have an IEP, lack of response is triggering a need for a comprehensive evaluation to determine if the student has an emotional disturbance per Ed Code
- If no response and student has an IEP, a need for a comprehensive evaluation to determine LRE and what constitutes FAPE is triggered as well as a child find to assess in “all areas of suspected disability”

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## Case Review Process Practice

see data form

- Identify and conceptualize the problem
- Generate solutions
- Develop a plan that outlines who does what by when

### Later:

- Implement the plan
- Monitor progress and evaluate plan effectiveness

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## For All You Do!

- For all the students and staff who struggle with poorly understood behavior,
- For all your efforts to alter the resilience of students

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